



From mountain to sea

Barthol Chapel School Promoting Equality & Diversity Policy



Aim

Our children and young people live in a diverse society in 21st century Scotland. Barthol Chapel School is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect.

Our school recognises and celebrates difference within a culture of respect and fairness, and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC). We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities. Our policy aims to:

- Promote positive attitudes and behaviours towards equality and diversity
- Promote understanding of equality and diversity through the school curriculum and ethos
- Help the school to meet these aims and fulfil our legal obligations

We are committed to meeting the statutory duties of the Equality Act 2010 and this policy includes information about how we will comply with our duties and also provides guidance about our approach to promoting equality and diversity.

Equality & Diversity

Equality is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.

Diversity is about recognising and valuing difference, where everyone is respected for who they are.

The Equality Act 2010 and Schools

The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act. The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act protects people from discrimination on the basis of the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief



- sex
- sexual orientation

The Act, and the principle of non-discrimination, covers all the activities in the life of a school including:

- Admissions
- Provision of education
- Access to any benefit, facility or service
- Exclusions
- It is also unlawful to harass or victimise a pupil or applicant

The Act also introduces a single Public Sector Equality Duty (the general duty). As a school this means we have to give “due regard” to the 3 elements of the duty in all our activities:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between those who share a protected characteristic and those who do not.

In Scotland, the general duty is supported by a set of specific duties on schools and public bodies to help them secure positive outcomes in line with the equality legislation.

Related Legislation & Rights of the Child

Related legislation and Rights of the Child:

Additional Support Needs: Schools are expected to make reasonable adjustments under the Act to provide auxiliary aids and services for disabled pupils under the Act. Provision for pupils requiring additional support in schools is covered by:

- The additional support for learning (ASL) framework (Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009);
- Accessibility strategies (The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002)

Children's Rights

- Human Rights Act 1998
- United Nation's Convention on the Rights of the Child (UNCRC) was ratified by the UK in 1991. It aims to recognise the rights of all children up to age 18 and ensure that children grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.
- Children and Young People's (Scotland) Bill was agreed in February 2014. It introduces new duties for Ministers and public sector to promote children's rights.



Key Principles

We work in partnership with other services, agencies and families to deliver integrated services for children, families and young people. We use the principles of GIFREC (Getting It Right for Every Child) which sets out our commitment to improve and develop services to achieve:

- Enhanced support to children and families, when they need it
- Improved services and improving outcomes for children

Our approach to equality and diversity is based on the following key principles:

1. All learners are of equal value irrespective of their race; gender and gender identity; religious or belief; or sexual orientation. However, this does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same opportunities and outcomes as others.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of inclusion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve/attain to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

8. Challenging prejudice and stereotyping. We tackle negative prejudice and stereotyping. We challenge and report all incidents of prejudice based bullying, for example racist, homophobic or bullying of people because of a disability. We will also challenge gender-based and other stereotypes.



Curriculum for Excellence

This Policy celebrates and recognises the work that Barthol Chapel School is undertaking to promote diversity and equality through all aspects of planned learning, which is an important aspiration of Curriculum for Excellence. Our school aims to meet the challenge to develop children and young people as responsible citizens who:

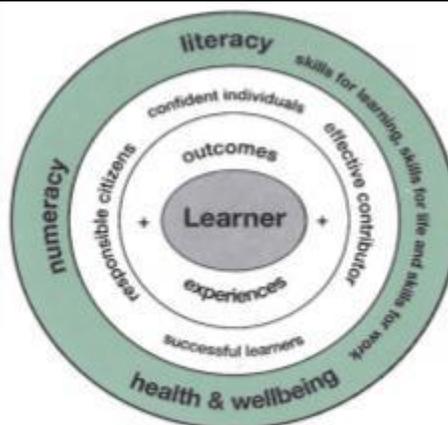
- show respect for others; who understand different beliefs and cultures;
- are developing informed, ethical views of complex issues;
- know why discrimination is unacceptable and how to challenge it; and
- understand the importance of celebrating diversity and promoting equality.

Ethos and life of the school as a community

Supporting Children Policy
Positive Relationships & Behaviour Policy
Global/Sustainable Education
Celebration Assemblies
Religious Observance
Use of EVOLVE to plan school trips
School Leadership Groups
Self-Evaluation procedures

IDL Interdisciplinary learning

Curricular subject links made where appropriate:



Curricular Areas and subjects

Whole school overviews for all 8 Curricular Areas including Health and Wellbeing, RME

Opportunities for personal achievement

- Value Nominations
 - School clubs/activities
 - Local Sports Clubs
- School/authority/national competitions
 - Clubs/activities
- Use of local environment
- Active Schools activities



Responsibilities

The Head Teacher will ensure that:

- The policy is fully implemented and promoted, making certain that all staff are aware of their responsibilities and are given appropriate training and support.
- Appropriate action is taken in any cases of unlawful discrimination.
- All prejudice-based bullying incidents are recorded and that appropriate action is taken.
- Take a lead role in the school's self-evaluation procedures and staff development for equality and diversity
- Information is collected and monitored on attainment, attendance and exclusion in terms of equality.
- The Council's recruitment and selection policies are adhered to.
- Independent contractors, volunteers and visitors to the school are aware of this policy.

All Staff will:

- Maintain the highest expectations of achievement for all pupils
- Promote an ethos in the classroom that values equality, inclusion and diversity
- Challenge prejudice and discriminatory behaviour
- Deal fairly and professionally with any prejudice-based bullying incidents
- Plan lessons that reflect the school commitments to equality and diversity
- Keep up to date with the law on equality and any changes to policy.

